DOCUMENT RESUME

ABSTRACT
        Books, ERIC documents, and journal articles
pertaining to professional continuing education are abstracted to
provide resources for the planning of continuing education in
librarianship. The listing is divided into three sections: some
recent studies and bibliographies on continuing education in other
professions, a selective list of materials pertaining to state and
national planning, and materials of value in planning a statewide
workshop on continuing education in librarianship. (SL)

A SELECTED BIBLIOGRAPHY

ON CONTINUING EDUCATION

1965 TO DATE

Prepared for the Illinois
Library Association

May, 1973

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SECTION I

Continuing Education in the Professions Other Than Library Science: Some Recent Studies

These readings present some typical samples from a number of professions, but in no way present a complete coverage of the large amount of literature available. Further annotated bibliographies are cited.

Adams, Hobart Warren. In-service Training and Development Programs for Accountants in Business and Industry. D.B.A. Thesis. Bloomington, University of Indiana, 1967. 313p. ED 026 613
Available from University Microfilms
300 N. Zeeb Road
Ann Arbor, Michigan 48106
order no. 67-11, 682 MF $4.05
xerography $14.20

A survey was made of inservice training and development for accountants in fifty-three selected business firms varying in products, sales volume, and employees. Program philosophy and objectives, qualifications and selection of trainees and instructors, and evaluation procedures were examined. The major weaknesses of inservice programs lay in training philosophy and evaluative procedures.

Agenda for Comparative Studies in Adult Education: Report from the International Expert Meeting, 1972. Occasional Papers no. 29. Syracuse University, Publications in Continuing Education, 1972. 77p.

Thirty-five of the leading figures in adult education from fifteen countries report and analyze international comparative studies of adult education. A full report will soon be published.

American Institute of Certified Public Accountants. Profession-
al Development 1971. New York, American Institute of
Certified Public Accountants, 1971

This institute plans in advance continuing education programs
for one year and prints these in a booklet for all members.
Basically it plans six types of programs using a wide assort-
ment of educational methods: seminars, courses, workshops,
lecture programs, training programs, individual study materi-
als. State societies assume the responsibility of offering
the programs throughout the nation.

Charters, Alexander N., ed. and Rivera, William M., ed. "In-
ternational Seminar on Publications in Continuing Educa-
tion." Papers presented at Third International Seminar
on Adult Education. Report no. R-72, 1972. 124p.
Syracuse University Press, Box 8, University Station,
Syracuse, N.Y. 13210 ($3.00).

The seminar focuses on publications in the professional field
of adult education. Some of the papers presented are:
"Thoughts on Periodicals for Professionals" by Thomas Kelly;
"Use of Publications by Adult Education Scholars" by Allen B.
Knox; and, "Needs of the Users of Publications from the
Practitioner's Point of View" by Olivia B. Stokes and Alice M.
Leppert. None relate directly to the library profession.

Continuing Education for R and D Careers: An Exploratory
Study of Employer-Sponsored and Self-Teaching Models of
Continuing Education in Large Industrial and Federal
Government Owned R & D Laboratories. Prepared for the
National Science Foundation by Social Research, Inc.,
Chicago, 1969. ED 035 813.

In this comprehensive survey of the objectives and modes of
continuing education, technological obsolescence in an in-
dividual is taken to mean a deficiency of knowledge such
that he approaches problems with viewpoints, theories, and
techniques less effective than others currently used in his
field of specialization. One of the chief goals of the
Committee was the planning of the academic curricula and
structuring the employment situation in such ways that engi-
neers are trained and prepared for, as well as permitted to
engage in, a lifetime of continuing study as part of their
normal careers.

Continuing Education in the Professions. Current Information
    sources no. 24. Syracuse, New York, ERIC Clearinghouse
    on Adult Education, Syracuse University, 1969. ED 033 250
    HC $5.10.

A 225-item, annotated bibliography on prcfessional continuing
education in ten areas including library science.

Continuing Engineering Studies - A Report of the Joint Advisory
    Committee. New York, Engineer's Council for Professional
    Development, 1965.

The role of the Joint Committee is to study the overall situ-
ation in continuing engineering education, consider the
respective roles of universities, societies, industries, and
government in continuing education, and to make specific
recommendations.

Corson, Jo' J. and R. Shale Paul. Men Near the Top: Filling
    Key P .s in the Federal Service. Baltimore, Md., Johns
    Hopkins Press, 1966.

"The need is fcr the establishment of a career-long process
that will utilize all means to equip the individual with the
variety of competencies required at the top in the program
field he has chosen." In regard to university training,
Corson warns that it can provide stimulation for learning
only if the university recognizes the individual's own need
and does not force the individual into rigid programs re-
flecting the faculty's conception of the executive's needs,
or into courses and seminars designed for the training of
Ph.D. candidates in teaching and research.

Cory, N. Durward. Incentives Used in Motivating Professional
    Growth of Teachers. Minneapolis, University of Minne-
    sota, 1969. 23p.   ED 027 254

This publication is the product of a project designed to
study problems of inservice teacher education and to assemble
data on promising practices that might stimulate schools to
develop vigorous programs of professional growth. Included
are lists of sixty practices principals have found to be
effective and sixty incentives listed by teachers as the
most promising in their own school systems.

Deinum, Andries. Speaking for Myself; A Humanist Approach
to Adult Education for a Technical Age. Center for
the Study of Liberal Education for Adults, Boston
University, 1966. 94p.

This work includes notes and essays on education for adults.
Topics covered are: university extension and program develop-
ment, the university and educational television, and con-
tinuing higher education--an essay in quotations.

Dill, William R.; Crowston, Wallace B. S.; and Elton, Edwin J.
"Strategies for Self-Education." Harvard Business
Review, 43(December 1965) pp.119-30.

The threat of personal obsolescence is a challenge at all
levels. Management wants continuing education in skills and
knowledge to directly contribute to the organization through
higher sales and/or increased efficiency. For success with
any of the strategies of self-education, several general
rules apply: the effort, whether it involves reading or
reflecting on experience, should be selective and focused,
guided by an agenda on goals for learning; a learner must be
willing to admit that education consists not just in acquiring
new knowledge, skills, and attitudes, but also in giving up
convictions and approaches to problems that may be inaccurate
and outmoded. New knowledge, skills and attitudes are secure
only when they have been integrated with those acquired
earlier.

Doherty, Victor W. "The Carnegie Professional Growth Pro-
gram: an Experiment in the In-Service Education of
Teachers." Journal of Teacher Education, 18(Fall 1967)
pp.261-268.

The Carnegie Professional Growth Program has resulted in the
development of over 140 courses and workshops for teachers.
Courses are closely tailored to the needs of specific teacher
groups. Main achievements include a heightened interest in
using objectives in instructional planning, observable pro-
fessional growth of participants, and sharper focus on
teacher needs.

Dryer, Bernard V., ed. "Lifetime Learning for Physicians:
Principles, Practices, Proposals," Journal of Medical
Education, 37(June 1962) pp.1-134.

This comprehensive "landmark" report emphasizes the necessity
for cooperative, long-range planning by all concerned pro-
fessional groups if lifetime professional education is to be

achieved within a profession. The study has three major
parts: (1)Principles (based on assumptions); (2)Practices
based on the criteria considered necessary for continuing
education programs: excellence of content, personal
satisfaction, freedom of choice, continuity, accessibility,
and convenience; (3)Proposals for action. Eight health
related national professional associations sponsored and
jointly developed the study.

Essert, Paul L. and Spence, Ralph B. "Continuous Learning
    Through the Educative Community: an Exploration of
    the Family-Educational, the Sequential Unit, and the
    Complementary-Functional Systems." Adult Education
    Journal, 28:4(1968), pp.260-71.

The authors propose a definition of the educative community
and identify three major component systems: the family sys-
tem, the sequential unit system, which includes schools,
colleges, and universities, and the complementary-functional
system, which provides systematic learning not learned or in-
adequately learned in the other two systems. The paper ana-
lyzes the elements, resources, and needs of the educative
community, discusses the implications for program learning
and suggests some of the responsibilities of adult educators
to the three systems.

Frasure, Kenneth J. "Your Leadership Development Program."
    Paper presented to the Annual Conference of the
    American Association of School Administrators, Atlantic
    City, New Jersey, February 1968. ED 021 330

Various approaches to in-service education for administrators
are discussed and specific recommendations are made for
improving programs of educational leadership development.

Glass, J. Conrad, Jr. "The Professional Churchman and Con-
    tinuing Education." Adult Leadership, 20:10 (April
    1972) pp.349-50.

There are two broad areas which lend themselves to the pro-
fessional development of churchmen. To continually update
churchmen within the disciplines of the church, the agencies
best equipped to provide this type of training are the schools
of religious education and seminaries, and the denominational
boards and agencies. The second area is the broad field of
study of the behavioral sciences. Churchmen need to know
some of the key concepts political scientists are advocating
in organization and administration; what the best thinkers and
researchers in the field have to say about planning for social
change.

Haire, Mason. "Managing Management Manpower: a Model for
    Human Resource Development." Business Horizons,
    10(Winter 1967) pp.23-28.

While business often plans for capital expansion, product
diversification, and increased market penetration, seldom
do they plan for providing the increased managerial talent
that the new ideas and future growth call for. Described is
a system for manpower management that includes training for
new job levels and evaluation of individual performance.

Heyman, Margaret M. Criteria and Guidelines for the Evalu-
    ation of In-service Training. Dept. of Health, Educa-
    tion and Welfare, Washington, D.C., Social and Rehabili-
    tation Service, 1968. 35p.

Criteria and guidelines are suggested for evaluating the
adequacy and effectiveness of in-service training programs
for use in administrative review of staff development in
state and local departments of public welfare. The content
of orientation and training is touched upon, together with
administrative and learning factors in the choice of training
methods. Structural factors, type of change and learning,
criteria from curriculum planning theory are also discussed.

Hospital Continuing Education Project. Training and Con-
    tinuing Education: a Handbook for Health Care Insti-
    tutions. Chicago, Hospital Research and Educational
    Trust, 1970.

This book describes techniques in the process of developing
continuing education programs. The objective is to improve
and expand education opportunities for hospital personnel
through cooperation between hospitals, hospital associations,
and universities.

Investment for Tomorrow; A Report of the Presidential Task
    Force on Career Advancement. Civil Service Commission,
    Washington, D.C., 1967. 75p. ED 041 199

The Presidential Task Force on Career Advancement reviewed
post-entry training for Federal employees in professional,
administrative, and technical occupations. Some agency training
does not provide knowledge or develop skills needed by manage-
ment before they are advanced to higher levels. Agencies differ
widely in the extent and quality of training for specialists.
The absence of developmental programs with the resultant loss of
peak performance can cost more than training.

Jessup, F. W., ed. Lifelong Learning; A Symposium on Continuing Education. Headington Hill Hall, Oxford, England, Pergamon Press, 1969. 178p. ED 029 270

Consideration is given to the idea of lifelong learning and its implications for British institutions of formal education, professional continuing education in the U.S. and Britain, educational activities of voluntary associations, the education responsibility of the public authorities, and educational expenditures as a reflection of social and economic policy.

Kimberly-Clark Corporation. Research and Engineering. "Bank-Account" Policy for Continuing Education: Environment for Growth. Neenah, Wisconsin, Kimberly-Clark, 1968.

Example of an industry, which believes in the capacity and growth potential of the individual, offering a concrete systemized plan for providing time and money allowances for continuing education in the form of up-dating and refresher study and graduate and post-graduate fellowships.

Knezevich, Stephen J. The Development and Testing of a Model for a Nationally Based Vehicle Dedicated to the Continuing Professional Growth of School Administrators. Final Report. American Association of School Administrators, Washington, D.C., 1969. 137p. ED 030 194

The primary objectives of the study were to develop a model for a National Academy for School Executives to determine the receptivity of school administrators to such a program, and to determine the feasibility of implementing the model within the near future. It was decided that it is fiscally feasible to launch the short term seminars and clinics but more development is needed on the other levels; the probability of attendance by administrators at short term programs is primarily related to the program content, length of the program, and the fee charged.

Lynch, Patrick D., ed. and Blackstone, Peggy L., ed. Institutional Roles for In-Service Education of School Administrators. New Mexico University, Albuquerque, 1966. 146p. ED 027 597

This document is a compilation of papers read at a four-day conference attended by sixty participants throughout the U.S. Chapters include: (1)"In-service Education of School Administrators: Background, Present Status and Problems," by Robert B. Howsam; (2)"Psychological Processes in Influencing Change," by Stanley W. Caplan; and, (3)"The Development and Implementation of a Residence Executive Development Training Program."

McGlothlin, W. J. "Continuing Education in the Professions."
    Journal of Education for Librarianship, 13(Summer 1972)
    pp. 3-16.

The author presents a capsule review of the concepts and
practices used in continuing education by professions other
than librarianship. Associations of every profession hold
technical conferences, publish journals, make studies, and
generally attempt to stimulate the professional growth of
their members. An agency is conceived of as a "learning
community" rather than merely as an "administrative community."
As a final way of stimulating continuing education, some states
have enacted statutes or regulations to require each member
of the profession to undertake some kind of educational activity
at stated levels, e.g., teachers, dentists.

Miller, Harry L. _Teaching and Learning in Adult Education._
    New York, Macmillan Co., 1964. 340p.

This book is addressed to teachers and lay leaders as well as
to administrators. Each of the chapters on small- and large-
group formats are self-contained units. The text concentrates
on the most widely useful core of methodological principles
and does not pretend to be comprehensive.

National Institute of Mental Health. _Annotated Bibliography_
    on In-Service Training in Mental Health for Staff in
    Residential Institutions. 1968. 46p.   ED 023 990

The annotated bibliography of periodical literature through
August of 1967 pertains to in-service mental health training
for personnel in residential institutions. It includes
materials on training in mental hospitals, institutions for
the mentally retarded, child care institutions, and nursing
homes.

National Institute of Mental Health. _An Annotated Bibliography_
    on In-Service Training for Allied Professionals and Non-
    professionals in Community Mental Health. 1968. 64p.

Materials citing experiences of formal community health centers
are included in this bibliography. Also included are references
on in-service mental health training for professionals and
nonprofessionals who work in community settings other than
mental health centers.

Osinski, Franklin W.; Ohliger, John and McCarthy, Colleen.
    Toward Gog and Magog or?: A Critical Review of the
    Literature of Adult Group Discussion. Occasional
    Papers no. 30, Syracuse University, ERIC Clearinghouse
    on Adult Education, 1972. 82p.

A review is made of research on group discussion as used in
adult education within the context of the nature of man and
in relation to his ultimate end of self-realization. It
considers factors involved in group discussion; its broad
purposes, such as mutual education, affecting self-concept,
and attitudes and interpersonal change; and approaches to
it--the role of leadership, non-manipulative approaches, and
human relations and sensitivity training. It then examines
discussion in the service of institutions--parent education,
religious education, education for aging, and public affairs
discussion. It reviews discussion and the mass media--inter-
national uses, community education, and a recent scientific
approach.

"Program for Beginning Teachers. An Individualized Approach
    to In-Service Education." An Application for Continuation
    Grant. Part II. Narrative. 1969. 32p.   ED 036 458

During its first year of operation eighty first-year teachers
from nine public and private elementary schools in the
Wilmette suburban district participated in the in-service
program in which the individualized program for each teacher
was developed by the teacher and one or more staff members.
There was a five-day summer workshop and one-half day per
month demonstrations, consultation, etc., during the school
year. Each participant was teamed with an experienced
"helping teacher" who assisted in planning, observation, and
self-evaluation.

Smith, L. L. "Mid-career Education for Urban Administrators."
    Prepared for the 1969 National Conference of the American
    Society for Public Administration, 1968. ED 029 219

A mid-career education of local city administrators is neces-
sary to meet complex and changing urban needs. Presented
is a proposed year-long program for government officials and
key private citizens with comments on curriculum, instructional
methods, participants and financing.

Stout, Ronald M., ed. Local Government In-service Training;
    An Annotated Bibliography. Albany, State University of
    New York, 1968. 88p. ED 028 332

The bibliography on in-service training is divided into four
major categories: (1)Local Government Training in General,
(2)Training Generalist Officials and Administrators, (3)Training
Personnel in Functional Fields, and (4)Bibliographies.

Winter, Sara K.; Griffith, Jeffery C. and Kobb, David A.
    "Capacity for Self-Direction." Journal of Consulting
    and Clinical Psychology, Vol. 32; no. 1, pp.35-41.

 A content analysis of self-description essays written by
students who were subsequently successful (Number = 13) and
unsuccessful (Number = 11) in attaining self-directed behavior-
change goals revealed: (a)High-change subjects more frequently
stated goals, with implicit recognition that the goal had not
yet been attained; (b)low-change subjects frequently described
themselves with little recognition of alternative possibilities;
(c)low-change subjects showed more tentativeness and uncer-
tainty about themselves. The results suggest that successful
self-directed change is motivated by awareness of the cogni-
tive dissonance created when an individual commits himself
to a valued goal that he sees as different from his present
behavior.

SECTION II

Following is a selective list of materials which pertain to state and national planning. A committee responsible for the formation of a state plan will find the items in Section I and III also of value. The demarcation of entries into categories II and III is at best an arbitrary decision.

Adult Education Association of the U.S.A. <u>Federal Support</u> for Adult Education; A Directory of Programs and Services. Washington, D.C., Adult Education, 1966. 111p.

This volume describes briefly the chief agencies that support adult education programs in any significant way. Much of this information is dated and may be of little value because of changing priorities in government agencies.

American Association of Library Schools. Study Committee on the Role of the AALS in Continuing Library Education. <u>Tentative Draft of a Position Paper</u>. 1972. 38p.

The AALS makes recommendations for the implementation of a program for continuing library education both inside AALS and in cooperation with other relevant groups. The appendix lists the goals, criteria, and components of national planning for continuing education of librarians and provides a discussion of "What is continuing education?"

American Library Association. Association of State Library Agencies and Library Education Division. Interdivisional Committee on Education of State Library Personnel. "Education of State Library Personnel; A Report with Recommendations Relating to the Continuing Education of State Library Agency Professional Personnel." A.L.A., 1971. 62p.

A committee report looking at the continuing education needs of state library professional personnel. Most of the report can be applied equally well to all levels of library personnel in all types of libraries. The greatest immediate need is for the continuing education of consultants. The committee recommends an initial program for state library consultants which would provide the basis for a continuing education program for all state library professional personnel.

Continuing Education for Librarians.   Library Education
        Division. American Library Association, 1971.

A directory of all those programs on formal continuing educa-
.tion as reported to the Library Education Division.   This
listing does not include the institutes in various areas of
librarianship supported by the Office of Education under the
Higher Education Act.

"Continuing Education Plan for Thirteen Western States."
        Library Journal, 93(April 15, 1968) p.1570.

An interstate master plan for continuing professional education
of working librarians.   Its aim is to integrate existing
educational resources in the region as well as suggest new
ones; advancement of the professional education of librarians
regardless of assignment or type of library will be the
intention.

Davis, Richard A.   "Continuing Education: Formal and Informal."
        Special Libraries, 58(January 1967) pp.27-30.

Continuing education can be both formal and informal.   In
either case it can be haphazard or directed.   Whether formal
or informal, continuing education requires that the librarian
have a goal in mind and a plan for achieving it.   In arriving
at the plan it is helpful to have an advisor.   With a goal and
a plan the librarian has to think about means.   Those interested
in continuing education for librarianship need to consider
new and imaginative avenues, rather than depend on traditional,
not always satisfactory techniques.

DeProspo, Ernest R.,Jr.   "Contributions of the Political
        Scientist and Public Administrator to Library Administra-
        tion." In: Administration and Change: Continuing Educa-
        tion in Library Administration. New Brunswick, New Jersey,
        Rutgers University Press, 1969. pp.29-38.

The library administrator lacks familiarity with the more re-
cent findings and ideas in the field of administration
because of lack of contact with other professions.   The
political scientist and the public administrator can be of
great help.   The authors suggest the following: (1)adapt the
literature in the field which can be integrated into the li-
brary literature, (2)participate in continuing education for
library administrators by bringing in those skills which li-
brary administrators have indicated they need to have in order
to improve their ideas and skills; and improve library services
through better planning.

Fenland, Patrick R.   Leadership Development for Librarians.
     University of Pittsburgh, Pittsburgh, Pennsylvania,
     1971. 112p.   ED 054 840

The purpose of this manual is to provide a guide to the in-
service training of librarians for community liaison through
the group work process. The manual was developed for the
supervisor participants in the Institute on Discovery Manage-
ment for Supervisors of Library Branches Serving the Under-
privileged and Emerging Communities.

Fry, R. M.   "Commitment to Change."   Missouri Library Associ-
     ation Quarterly, 30(March 1969) pp.58-64.

Following the premise that "there is nothing permanent except
change," the author discusses some of the Federal programs
of the mid-1960's that offered institutes and training programs
for librarians.

Hiatt, Peter.   "Continuing Education for Librarians in
     Indiana."   Focus, 21(June 1967) pp.57-62.

The author lists informal and formal continuing education
opportunities for librarians in Indiana.

Hiatt, Peter.   "National Planning for Continuing Education."
     Library Trends, 20(July 1971) pp.169-183.

The author argues that it is necessary to coordinate, plan,
stimulate, develop, and evaluate continuing education for
library personnel, and that the responsibility for doing so
should rest with the professional associations at the national
level. This article briefly reviews the need for continuing
education of all personnel working in libraries, discusses the
elements which presently contribute to our "system" of con-
tinuing education for library personnel, and concludes with the
reasons for the author's belief that a national program of
continuing education is necessary. A description is given
of a model for a national program.

Kaser, D. E.   "Continuing Education in the Library Profession."
     In: Louisiana University, Baton Rouge, Libraries,
     Library Lectures: nos. 1-4. The Library, 1967. pp.1-9.

Self-education is necessary in combating the library profession's
tendencies to provincialism, conservatism, insularism, and re-
sistance to change. Very few libraries maintain diligent inter-
nal programs of staff development. Suggested are larger travel
budgets to allow for attendance at conferences, workshops, and
trips to other libraries.

Kortendick, James J. "Research Needs in the Field of Continuing Education for Librarians." In: Harold Borko, ed. A Study of the Needs for Research in Library and Information Science Education. Los Angeles, California, Institute of Library Research, University of California, 1970.

In addition to presenting eleven suggestions for research proposals in the area of library continuing education, this paper gives a brief historical review of continuing education research and an extensive bibliography in the area of continuing education covering material from many related disciplines.

Liveright, A. A., and Goldman, Freda H. Significant Developments in Continuing Higher Education. Occasional Paper, no. 12. Boston University, Center for the Study of Liberal Education for Adults, 1965. 28p.

Higher adult education is today (1965) in a period of rapid and significant growth. There is a consequent need for new kinds of programs to develop professional personnel and to assist educators in more effective program planning. This article looks at the present status of adult education and identifies some significant developments that have occurred, and the future possibilities they point to.

McJenkin, Virginia. "Continuing Education for School Librarians." ALA Bulletin, 61(March 1967) pp.272-275.

The rapid development of school libraries and the changing patterns of school library organization and service demand a review and evaluation of present programs of continuing education and also demand long-range plans for effectively serving the needs of various levels of school library personnel. Those responsible for providing continuing education opportunities are the state departments of education and local school systems, professional library associations, and library schools and other institutions offering courses. There is a notable increase in the areas for which continuing education experiences are being provided. Both formal and informal education programs are cited and a list of continuing needs for school librarians is given.

Monroe, Margaret E. "Variety in Continuing Education."
    ALA Bulletin, 61(March 1967) pp.275-278.

The first task of continuing education should be that of
reducing the resistance to change. A statewide plan for
continuing education for librarians will require attention to
four aspects: foundation, remedial, emergency, and speciali-
zation of learning. If librarianship is viewed as professional
group practice, then each librarian has a specific area in
which he plans, carries out, and evaluates his program, for
which he continuously perfects his professional capacity,
and in which he makes his professional contribution.

"National Planning Urged for Continuing Education." Library
    Journal, 97(February 1, 1972) p.444+.

The American Library Association submitted its recommendations
on The Education of State Library Personnel. Specific items
are: an initial program to train one staff member from each
state library agency in consulting skills and on participative
laboratory methods of adult learning. These persons, after
five days training by the Western Interstate Commission for
Higher Education Program for Library Personnel, would then
return to their agencies to act as coordinators of continuing
education for state library personnel. Also recommended: a
National Advisory and Action Committee for Continuing Educa-
tion of State Library Personnel. This would meet twice a
year and serve as the prototype for a similar body charged
with overseeing all continuing education for librarianship.

Nattress, Le Roy Wm. Continuing Education for the Professions.
    Chicago, Natresources, Inc., 1970. 151p.

The fifteen articles herein presented cover the dimensions
of continuing professional education, the involvement of
associations, universities, and government. A model for
continuing professional education as well as clinical cri-
teria of instructional effectiveness are also included.

Proceedings of the Annual Seminar on Leadership in Continuing
    Education (11th Kellogg Center for Continuing Education,
    Michigan State University, April 8-11, 1968). 55p. ED 021 192

The proceedings underline the conviction that the final decades
of the 20th century will make almost impossible demands on the
wisdom, skill, and vision of educators and leaders in continuing
education. Seminar papers discuss potential socioeconomic
trends and influences in America, the problem of assessing the
basic nature of contemporary change, and the issues of inequali
ty, the nature of education, the role of university extension,
and others.

Rees, Alan M. and others. Feasibility Study for Continuing
      Education of Medical Libraries. Interim Report. Case
      Western Reserve University, Cleveland, Ohio, Center for
      Documentation and Communication Research, 1968. 70p.
      ED 027 931

The objective of the research described in this report is
to design, implement and evaluate educational offerings for
hospital library personnel. Survey work is providing a data
bank concerning the location, facilities, resources, functions,
budget, services, and personnel of all hospital libraries in
Ohio.

Rothstein, Samuel. "Nobody's Baby: a Brief Sermon on Con-
      tinuing Professional Education." Library Journal,
      90(May 15, 1965) pp.2226-2227.

While librarianship offers a variety of continuing education
programs, the duplication of programming is evident and the
coverage of subjects lacks depth. There is no pattern or
progression in the subjects that are covered. Workshops do
not build in any purposeful or continuing way on those that
have come before. The national library association has the
responsibility of improving continuing education.

Stevenson, Grace T. "Training for Growth--the Future for
      Librarians." ALA Bulletin, 61(March 1967) pp.278-286.

Emphasizes the need for continuing education beyond the MLS
degree. Some of this will be on the university campus but
also necessary are extension courses, workshops, and insti-
tutes. ALA, state library associations, and state libraries
should all take some responsibility in this area.

Stone, Elizabeth W. "Continuing Education in Librarianship;
      Ideas for Action." American Libraries, 1(June 1970)
      pp.543-551.

A survey on continuing education for librarians brought 879
suggestions for action. Specific and general recommendations
are made to administrators, to library associations, to library
schools, to planners in the U. S. Office of Education, to
statewide library planners, and to the individual librarian.
The breadth of these recommendations illustrates clearly that
the librarians sampled hold all of these relevant groups
accountable for providing favorable conditions for their pro-
fessional development. In their opinion, continuing education
is a nationwide problem for which a cooperative nationwide plan
based on the best thinking and planning of a national assembly
of all relevant groups is the best solution.

Stone, Elizabeth W.   "Summary of Responses to Data Sheet on
      Continuing Education as it Exists in Library Associations
      from Six Responding Library Associations: 1972."
      Available from the Library Research Center.

The summary consists of ninety-six categories covering a
variety of topics on use of cable TV, a listing of the con-
tinuing educational objectives of the library associations,
institutes or seminars offered or developed.

"Training of Branch Library Staff Los Angeles Public Library."
      Library Trends, 14(April 1966) pp.410-411.

An organizational chart is presented of the responsibilities
of the supervisor or training agency in the in-service training
and orientation for the professional and nonprofessional staff.

Vainstein, R.   "What the Library Schools Can Do in the Training
      and Upgrading of Consultants." with discussion.   In:
      Illinois. University, Urbana, Graduate School of Library
      Science. Changing Role of State Library Consultants.
      Illini Union Bookstore, 1968. pp.83-95.

There is a need for special education and continuing education
for library consultants. In-service training of consultants
on a regular on-going basis is nearly non-existent at most
state libraries. Suggested is that some library school group
isolate, define, and develop the particular consultant
training program for which the state agency should then be
responsible.

SECTION III

Following is a selective list of materials which would
be helpful in planning a state-wide workshop on continuing
education in librarianship. The theories of continuing
education are listed. The content of specific workshops is
not given, but listings of conferences, workshops, and short
courses are provided by the American Library Association.

Adams, S. "Operation Bootstrap: Medical Librarians and
     Continuing Education." Kentucky Library Association
     Bulletin, 32(April 1968) pp.4-11.

The abundance of programs for continuing education in li-
brarianship reflects the splintering of the profession into
myriad special interest groups. The lack of coherence, planning
and progression represents the profession's failure to identi-
fy educational objectives of concern to the profession as a
whole. Medical librarians share common goals with the medi-
cal, dental, and health professions for continuing education.
The author, Deputy Director of the National Library of
Medicine, then cites the work of the Medical Library Associ-
ation in continuing education.

Allen, Lawrence A. Evaluation of the Community Librarians'
     Training Courses. Albany, New York State Library, 1966.
     198p.   ED 024 406

This study is designed to: (1)evaluate the Community Li-
brarians' Training Courses which were conducted for five
years in New York State to train persons without professional
library training who were serving as librarians and (2)appraise
the entire training program of the Library Extension Division
in order to make recommendations and provide guidelines for
future growth and development. A major conclusion of the
evaluation is that the Library Extension Division has entered
the training field with the initiation of the series for
the community librarians but that it must extend this ser-
vice to others in the field, including professional librarians.

Alvarez, Robert S.; Boaz, Martha; Duncan, Margaret; Kenney, Louis A. "Continuing Education for Librarians." <u>California Librarian</u>, 30(July 1969) pp.177-202.

The four articles stress the urgency of providing continuing education for the public, special, and academic librarian. Continuing education should get people to relate the things they hear and see at meetings to their own library situation, and make them feel that they can and should do something about these ideas. For the special librarian, it is recommended that he become conscious of the desirability of training in the principles of administration. Each librarian should consider each library function as a part of a whole. Systems analysis would provide the kind of analytical thinking needed to overcome a compartmentalized view of library work.

American Library Association. Library Education Division. "Continuing Education for Librarians: Conferences, Workshops, Short Courses, 1972." <u>American Libraries</u>, 2(December 1971) pp. 1217-19.
--Supplement, <u>American Libraries</u>, 3(February 1972) pp.179-81, (April 1972) pp.423-26, (June 1972) pp.662-64.

American Library Association. Library Education Division. "Continuing Education for Librarians: Conferences, Workshops, and Short Courses, 1971." <u>ALA Library Education Division Newsletter</u>,no. 75(December 1970) pp.13-19, no. 76(March 1971) pp.13-18, no. 77(June 1971) pp.15-19.

American Library Association. Library Education Division. "Continuing Education for Librarians: Conferences, Workshops, and Short Courses, 1970." <u>ALA Library Education Division Newsletter</u>, no. 72(March 1970) pp.14-26, no. 73(April 1970) pp.7-9, no. 74(September 1970) pp.13-14.

American Library Association. Library Education Division. "Continuing Education for Librarians: Conferences, Workshops, and Short Courses, 1968." <u>American Library Association Library Education Division Newsletter</u>, no. 67(November 1968) pp.23-33.

<u>ALA Library Education Newsletter</u>. (Various issues list the various continuing education opportunities available to librarians. Now appearing in <u>American Libraries</u>.)

Asheim, Lester E. "Education and Manpower for Librarianship:
     First Steps Toward a Statement of Policy." ALA Bulletin,
     62(October 1968) pp.1096-1106.

One of the great problems facing the library schools is that
no present curriculum can effectively deal with the real
differences in preparation needed by different types of li-
braries and the different functions within them. Certain
schools at the professional specialist level might well de-
velop special strength in special fields and eliminate from
their curricula fields which are the specialities of other
schools. Concomitant with this would be in-service training
as an important part of the preparation of both libraries and
library assistants. Along with this would be provision of
program elements which serve to make explicit the interre-
lationships among these roles--to the end of establishing a
continuous and integrated program for all library personnel.

Association of American Library Schools. Continuing Library
     Education Study Committee. Summary Report, January,
     1972, Annual Meeting. Journal of Education for
     Librarianship, 12(Spring 1972) pp.267-69.
     --Comment by R.N. Case. Journal of Education for Li-
     brarianship, 12(Spring 1972) pp.269-72.

The summary report presents assumptions of the value of con-
tinuing education for librarians, objectives for implementa-
tion, and recommendations for implementation.

Bennett, H. H. "Continuing Education: a Survey of Staff
     Development Programs." School Libraries, 19(Spring 1970)
     pp.11-20.

The states have accepted responsibility for initiating in-
service programs for school librarians. The one-day or the
one-week regional workshop has been the mode for developing
school library staff. Federal programs, the library school,
professional associations, and the local education agency
have also sponsored in-service training. At the local level,
self-evaluation can be used as a pattern for improvement.
Procedure manuals, checklists or surveys, and the newsletter
can be instruments of self-evaluation. Closed circuit tele-
vision used as a teaching tool and activities which center
on developing standards are also methods of continuing pro-
fessional growth. Three essentials for a successful staff
development program are financial support, released time,
and commendation or a tangible benefit.

Beacock, E. S.   "View of Continuing Education of Librarians
     by an Employer."   IPLO Quarterly, 14(October 1972)
     pp.66-70.

To date both employees and administrators have shown little
interest in continuing education for librarians. Further,
it appears that library schools and organizations have done
little to provide the opportunities. Pressure must come
from groups of librarians working together to push administra-
tors to plan programs and to give librarians themselves, the
courage to learn more and contribute more.

Boaz, M. T.   "Continuing Education."   Drexel Library Quarterly,
     3(April 1967) pp.151-157.

The author describes the varying forms of continuing education,
the types of programs offered by agencies--extension courses
in library schools, NDEA institutes, etc. Research is needed
in the following areas of continuing education for librarians:
(1)the organizational structure including the types of pro-
grams offered, subjects covered, admission requirements,
faculty competencies, costs and financing, time duration,
levels at which offered, and credit given; (2)the purposes
of the programs and the methods used to achieve objectives;
(3)the tangible and intangible values derived for the in-
dividual and his institution; and (4)the effect of continuing
education on society.

Borg, Walter R.   The Minicourse: Rationale and Uses in the
     Inservice Education of Teachers.   Office of Education,
     Washington, D.C., 1968. 28p.   ED 024 647

This collection of materials reports the research and de-
velopment of a series of in-service training short courses
(about seventy-five minutes per day for fifteen days) designed
to teach specific teacher behavior patterns with use of the
microteaching technique, self-evaluation of video tape feed-
back, instructional films, and filmed illustrations by model
teachers. The main document reviews the instructional model
on which the courses are conducted, defines and discusses
the advantages of microteaching, and describes the scope and
future plans for the minicourse program.

Bracken, M. C. and Shilling, C. W. Survey of Practical
    Training in Information Science. George Washington
    University, 1968. 28p.
    --Summary. American Documentation, 19(April 1968) pp.113-119.

This paper presents a survey of practical training being con-
ducted in the United States. All the universities known
by the authors to have programs to train information scientists
and all the industrial organizations known or thought to have
programs for this type of training are surveyed. No quali-
tative assessments are made by the authors. Rather, quanti-
tative results of the survey are presented on various program
characteristics.

Brodman, E. "Philosophy of Continuing Education." Medical
    Library Association Bulletin, 56(April 1968) pp.145-149.

Continuing education of librarians is important not only to
the library but to society as a whole. Society needs li-
brarians who continue to study all their lives in order to
bring about new principles, techniques, and methods. Pro-
fessional associations have a responsibility to aid librarians
in their need for continuing education.

_____ . "Why Continuing Education?" District of Columbia
    Libraries, 37(Fall 1966) pp.51-54.

The author gives a brief overview of the development of con-
tinuing education from colonial times. The author stresses
the need for librarians to develop their critical faculties
and keep abreast of the new machine methods in cataloging and
audiovisual services.

Bundy, Mary Lee and Wasserman, Paul. "Professionalism
    Reconsidered." College and Research Libraries, 29(January
    1968) pp.5-26.

The question of librarianship as a profession is considered
here in terms of the three key relationships of a professional--
client, organizational, and professional. Professional
practice in this field is thus cast against accepted norms
and standards of professional behavior. This critical assess-
ment suggests that librarianship falls far short of the pro-
fessional model. Major shifts in the nature of the services
performed by librarians and in their bureaucratic relation-
ships will be required if librarianship is to advance. The
contributions of the professional associations and of library
schools to the advancement of the process of professionaliza-
tion is also analyzed. Progress in the field is viewed to be
inextricably tied to the success or failure which librarianship
achieves in its quest for true professional attainment.

Burgess, Paul. "Reasons for Adult Participation in Group
     Educational Activities." Adult Education, vol. 22,
     no. 1, pp.3-29.

Additional information on why adults participate in educa-
tional activities appears to be necessary if the field of
adult education is to continue to improve educational offer-
ings. The results here test the hypothesis that reasons
chosen by men and women for participating in educational
activities will factor into seven groups: the desire
(1)to know, (2)to reach a personal goal, (3)to reach a social
goal, (4)to reach a religious goal, (5)to escape, (6)to take
part in an activity; and, (7)to comply with formal requirements.

Carlson, Robert A. Conceptual Learning: From Mollusks to
     Adult Education. Syracuse University. ERIC Clearinghouse
     on Adult Education, 1973. 33p.
     Occasional Papers no.35.

This literature review proposes to offer the practitioner and
student of adult education an overview of conceptual learning.
It traces the movement's intellectual and political growth.
It lists recent seminal studies in the field and presents a
series of relatively non-technical interpretations of them.
It pinpoints the small amount of literature thus far pro-
duced relating conceptual learning directly to adult educa-
tion. Perhaps, most important of all, it suggests a number
of philosophical implications behind conceptual learning.

"Conference on In-training of Library and Information Staff,
     1970, Imperial College." [papers] Aslib Proceedings,
     22(June 1970) pp.256-287.

These papers presented at a one-day conference cover the
following topics: the practical problems and principles of
in-service training; in-service training in the ASLIB Library
and Information Department; co-operative schemes for in-service
training; and others.

Damtoft, Finn. "Continuing Education: Our Baby." APLA
     Bulletin, 33(June 1969) pp.21-24.

Effective continuing education can be achieved. The indi-
vidual librarian and the library administration work together
with the latter as the driving force. The library administra-
tion must play a central role for two reasons: (1)there will
be no staff interest in continuing education without the
establishment of formal programs as a natural part of the work
assignment and unless rewards for increased knowledge and
competency are provided; and, (2)only the administration has

the financial and organizational resources to support such
programs by granting money, guaranteeing time allowances,
and providing laboratory facilities. The administration can
encourage participation which will allow staff members to
periodically review their knowledge of the existing system,
to have a staff bulletin listing new programs, and, a monitoring
system which would evaluate the validity of a program during
the operating period.

DeProspo, Ernest R., Jr., and Huang, Theodore S. "Continuing
     Education for the Library Administrator: His Needs."
     Administration and Change: Continuing Education in
     Library Administration. New Brunswick, New Jersey,
     Rutgers University Press, 1969. pp.21-27.

The results of a questionnaire are summarized. Its purpose
was to study possible programs of continuing education in ad-
ministration for chief librarians. The three means most
frequently checked by which librarians acquired new ideas
and skills in administration are: (a) read books and articles,
(b) attend workshops and institutes, and (c) consult experts.
There is a substantial drop-off after these three selections.
"Discussions with colleagues," "professional meetings," and
"visits to other libraries" received fewer responses. This
finding suggests that not many "new ideas" and "solutions"
are passed out in these face-to-face relationships, or that
there is a continual exchange of repeated ideas. In addition,
the finding indicates that workshops, institutes, readings,
etc., have not provided librarians with different ways of
looking at their administrative problems.

DuBois, Edward. "Case for Employee Education." Management
     Bulletin, No. 160, New York, American Management
     Association, 1967.

Employee education implies that the person is internally
motivated to learn; he takes the initiative to learn. In
employee training, the content is important to the employer
but may appear as a tedious job requirement to the employee.
The author refers to psychological theories that management
can utilize in continuing education for employees in business.
The complete case for employee education thus includes reasons
of public policy, of community relations, and of payback.

Duncan, Margaret. "Making the Special Librarian Special:
    The Case for Continuing Education." California Librarian,
    30(July 1969) pp.191-198.

Library school fulfills the expertise needed in reference,
cataloging, and the other techniques of library service; but
continuing education is needed in the following areas:
training in the principles of administration, systems analysis
to consider each library function as a part of the whole,
knowledge of the subjects which make his special library
unique, and a thorough knowledge of the organization served
by the library. The author then suggests ways in which these
needs can be met through continuing education.

Gaver, Mary V. "The Educational Third Dimension: I. Contin-
    uing Education to Meet the Personalized Criteria of
    Librarians." Library Trends, 20(July 1971) pp.118-143.

The above is a report on the results of a questionnaire to
examine the role of the individual professional librarian
in a plan for continuing education--his motivation, his cri-
teria for such a program, and his strategies for developing
a course of life-long learning. Since the questionnaire was
open ended, the responses are in essay form. The evidence
seems to indicate that many librarians are participating in
programs of external agencies, but that there is a very defi-
nite need for a more organized structure with the professional
associations and the library schools sharing the major
responsibility.

Goldstein, H. "Some Repetitious Points about In-service
    Training for Audiovisual Services." Illinois Libraries,
    49(Fall 1967) pp.118-121.

The effective implementation of audiovisual resources by li-
brarians depends upon effective in-service training. The
scope of the program must cover materials, equipment, ser-
vices, and evaluation. The second item of importance in the
scope of the training program is exposure to materials--pre-
views, programs, practice with ideas about how to use materials.
It is important that in-service training in this field be
concerned with devising new services, since mostly libraries
have been supply agencies for audiovisual materials without
much original design of services peculiar to the library.

Goodman, Steven E. National Directory of Adult and Contin-
    uing Education; A Guide to Programs, Materials, and
    Services. 1968. 285p.

The recent number of publications, materials, and programs
developed in the field of education and training are over-
whelming. The steady increase has made the task of locating
appropriate instructional materials more difficult. This
compilation is to be best utilized as a primary reference
book for all persons attempting to locate specialized pro-
grams and materials. The numerous courses, seminars, and
programs cited include those which are available to personnel
in all geographic areas of the U.S. and some countries
abroad. Libraries are included as are other institutions
and agencies.

Harrison, K. C. "INTAMEL, International Meeting, Gothenburg,
    1969: Staff Training in Large City Libraries."
    International Library Review, 1(October 1969) pp.475-478.

Staff training is essential because of the increasing com-
plexity of services. Courses should be arranged for newly-
qualified librarians joining the system and for older librarians
in need of refresher courses. Needed are qualified and ex-
perienced instructors, the full cooperation of all the staff,
and suitable accommodations and aids. Specific topics are
outlined.

Houle, C. O. and Hiatt, P. "Continuing Education." Michigan
    Librarian, 37(Winter 1971) pp.21-22.

The nature of continuing education parallels the readiness
to change. Readiness for change and interest in education
for each professional involves four classes or types, (1)The
innovators, (2)the pace setters, (3)the majority adapters,
and (4)the laggards. Each type is explained. Mr. Hiatt
concludes that the best approach to continuing education is
through the library associations.

Houle, C. O. "Role of Continuing Education in Current Pro-
    fessional Development." ALA Bulletin, 61(March 1967)
    pp.259-267.

All professions recognize in their code of ethics or else-
where that education is a lifelong obligation. The practicing
professional needs (1)to keep up with the new knowledge
related to his profession; (2)to establish his mastery of
the new conceptions of his own profession; (3)to continue his

study of the basic disciplines which support his profession,
(4)and he needs to grow as a person as well as a professional.
The center of influence in continuing education are: the
self-improvement of the individual himself, small voluntary
groups who meet, the employing institution, the university
professional schools, professional associations, governmental
bureaus, independent publishers of professional books and
journals, and specialized libraries.

Houle, Cyril O. "Role of Continuing Education in Current
    Professional Development." ALA Bulletin, 61(March 1967)
    pp.259-267.

Most professions clearly recognize that education is a life-
long obligation. The practicing professional realizes the
widening gap between available knowledge and its full utili-
zation in practice and feels the need to keep up with the
new knowledge related to his profession.

_____. "To Learn the Future." Medical Clinics of North America,
    54(January 1970) pp.6-7.

Emphasizing the concept of interprofessional cooperation,
Houle recommends that members of each profession should not
act as though they alone had any need of continuing study
and should drop the assumption that their processes are wholly
unique.

Jesse, Wm. H. and Mitchell, Ann E. "Professional Staff Oppor-
    tunities for Study and Research." College and Research
    Libraries, 29(March 1968) pp.87-100.

Members of the teaching faculty are expected to spend part
of their working time in study and research. This paper ex-
ines the extent of comparable opportunities available to aca-
demic librarians, as revealed by questionnaires returned from
fifty-two research libraries and fifteen college libraries.
Among the opportunities considered are time released from
ordinary schedules for course work and research, sabbatical
and special leaves for these purposes, and financial assis-
tance. The extent of staff participation in study and
research activities are presented, culminating in the dis-
cussion of a desirable library policy in this area.

Johnstone, John W. C. and Rivera, R. J. Volunteers for
Learning: A Study of the Educational Pursuits of
American Adults. Chicago, Aldine Publishing Company,
1965.

The National Opinion Research Center at the University of
Chicago sponsored the study which has four phases: (1) to
provide a comprehensive overview of the numbers and charac-
teristics of adults engaged in studies of various subjects,
through various methods of study, and within various insti-
tutional contexts; (2) to examine the social and psychological
factors which help explain whatever patterns of educational
behavior were observed in step 1; (3) to focus on adult educa-
tion for people between the ages of seventeen and twenty-four
and (4) to determine the nature of facilities for adult
education in "typical" urban centers and their impact on the
residents.

Kemp, Florence B. Noncredit Activities in Institutions of
Higher Education, 1967-68 Institutional Distribution.
U.S. Government Printing Office, 1970. 25p.

One-half of the institutions of higher education in the U.S.
offered noncredit continuing education activities in 1967-68.
While the traditional methods of instruction retain importance
in terms of number of institutions using them, the widespread
use of the conference, institute and workshop methods stands
out accounting for about 46% of the noncredit registrations.

Kenney, Louis A. "Continuing Education for Academic Librarians."
California Librarian, 30 (July 1969) pp. 199-202.

The author restricts the term "continuing education" to the
participation of librarians holding the master's degree in
library science to continue in formal academic course work.
Continuing education courses offer about the only means where-
by librarians already in the field may prepare themselves to
deal with the communications explosion and the applications
of computer technology in the university library.

Klempner, I. M. "Information Centers and Continuing Educa-
tion for Librarianship." Special Libraries, 59 (November
1968) pp. 729-732.

Two currently emerging information needs are those for in-
depth information which frequently necessitates detailed sub-
ject analysis and combinatory-type information retrieval, and
the need for critically-evaluated and synthesized information.
It is postulated that when the need for particular services

arises within our society, society either obtains such services from existing institutions or creates new institutions to fulfill desired needs. To satisfy the need for critically evaluated and synthesized information, traditionally fulfilled on a part-time basis by professionals within the respective subject disciplines, society created and funded the information center. To satisfy the demand for in-depth information service, a natural yet unfulfilled extension of library service, society funded and also allocated this task to the information center. The lack of continuing education for librarians is considered to be a major factor contributing to the inability of librarians, even special librarians, to satisfy the newly emerging user demand for in-depth information.

Knox, Alan B. "Continuing Professional Education." 1972. 15p.

This paper is presented as part of a course at the Univeristy of Illinois on continuing education. This general article covers many aspects of the topic--the need, scope, settings, planning and conducting continuing education for professionals.

Kortendick, James J. "Continuing Education and Library Administration." ALA Bulletin, 61(March 1967) pp.268-271.

Graduates of library schools who find themselves in supervisory positions quickly become aware of their own shortcomings and the need for further education. Proposed are seminars to provide middle management with a better understanding of their duties and responsibilities. Top management in libraries, library school faculty, and professional associations should cooperate in offering these seminars.

Kortendick, James J. and Stone Elizabeth W. Job Dimensions and Educational Needs in Librarianship. Chicago, American Library Association, 1971. 503p.

The project undertaken by the authors is a study of the training of library personnel, especially at the middle and upper levels. The rise to a higher level of required skills and competencies--often new--has brought about an urgent need for improved training beyond the first professional degree at the post-master's level. To establish a sound base for curriculum development, the authors determine what concepts, knowledge, and techniques for middle- and upper-level library personnel would be needed to perform at an optimum level of efficiency.

Kortendick, James J. and Stone, Elizabeth W.   "Education
     Needs of Federal Librarians."   Drexel Library Quarterly,
     6(July - October 1970) pp.264-278.

A survey of post-M.L.S. needs expressed by federal librarians.
Most respondents favored the workshop format and indicated
high priority courses in the areas of specialized library
functions, automation, and administration.

Labdon, P.   "Re-training for Senior Librarians." Library
     Association Record, 68(February 1966) pp.42-44.

Emphasizes the need for continuing education for senior li-
brarians so that length of stay on a job does not mean pro-
fessional stagnation.   Described is a conference held to
discuss the problem of communication in a large organization.

McKeachie, Wilbert N.   The Learning Process as Applied to
     Short-Term Learning Situations.   Preconference Workshop,
     Conference Proceedings, West Lafayette, Indiana, Purdue
     University, National Extension Association, Conference
     and Institute Division, April 1965. 187p.   ED 019 532

This conference studies questions related to learning problems
to be considered in planning conferences and institutes.   Three
major principles are: (1)learning is always going on, so the
problem is to plan what kinds of learning will occur, (2)differ-
ent kinds of learning do not always go together, so choices
must be made weighed against what is foreclosed, and (3)feed-
back facilitates learning.

McMahon, Ernest E.; Coates, Robert H.; and Knox, Alan B.
     "Common Concerns: The Position of the Adult Education
     Association of the U.S.A."   Adult Education Journal,
     18:3(1968) pp.197-213.

Fifteen interrelated concerns of adult education are identi-
fied.   They are: (1)agencies of adult education, (2)adult
education and the process of continuing change, (3)the American
adult as a learner, (4)objectives of adult education programs,
(5)learning experiences especially for adults, (6)evaluation
to improve program effectiveness, (7)public understanding of
adult education, (8)professionalization and staff development,
(9)appropriate facilities, (10)relations among adult education
agencies, (11)relations with other agencies, (12)financing
adult education, (13)a body of professional knowledge, (14)re-
search, (15)international adult education.   For each concern
a statement of the present situation, a list of goals and a
platform statement of the AEA of the U.S.A. is given.

Neufeld, John. [letter] Journal of Education for Librarianship,
    6(Fall 1965) pp.144-147.

In proposing any program of continuing education for librarians,
the author is concerned that bureaucratic controls will be
superimposed on the profession so that the specter of com-
pulsory or quasi-compulsory adult education for the librarian
will result. Since the librarian has graduated from a formal
library school program he has learned the means to find the
information he wants.

"New Directions in Staff Development; Moving from Ideas to
    Action; the Papers of a One-Day Conference Held in
    Detroit, Michigan, 28 June 1970, Sponsored by the Staff
    Development Committee, Personnel Administration Section/LAD,
    Am. Lib. Assoc." Ed. by E. W. Stone, American Library
    Association, 1971. 66p.

The papers presented in this one-day conference stress three
points: (1)that continuing personnel development is an impor-
tant commitment librarianship must face; (2)that in librarianship
we are a long way from realizing the potential represented by
the human resources now employed in libraries; and, (3)that
the American Library Association has a role in personnel de-
velopment and should emphatically foster continuing education
of its membership. · Topics include, "Planning for a Statewide
Continuing Professional Education Program," "Participative
Management in Libraries," and "Incentives and Motivation for
Staff Development."

Newson, H. E. "Continuing Education for Librarians." In:
    Education for Librarianship. Papers presented at a
    workshop, University of Alberta, School of Library Science,
    University of Alberta, 1970. pp.42-53.

No librarian should feel his education is complete when he
has received his basic professional degree. Technological
advances and changes in the social structure mean librarians
must also change. Professional renewal may be reached by
courses in librarianship on an advanced level, courses in
subject fields, extensive workshops, conferences, travel and
observation, and professional literature.

Ohliger, John. The Mass Media in Adult Education: A Review
     of Recent Literature. Occasional Paper no. 18,
     Syracuse University, ERIC Clearinghouse on Adult Educa-
     tion, 1968. 123p.

This occasional paper surveys recent writing on the use of
communication and print media in adult education. Included
is an annotated bibliography. A section is devoted to con-
tinuing professional education.

Reed, Sarah R. "Education Activities of Library Associations."
     Drexel Library Quarterly, 3(October 1967) pp.375-390.

Library associations have a continuing responsibility to see
that quality library education programs are available in the
area served and that members are encouraged to avail them-
selves of such opportunities. This article totals and describes
the programs for continuing education sponsored by library
associations in each state in a three-year period as well as
describing programs of the national library associations.

Reed, Sarah R. and Toye, Willie P., comps. "Continuing Educa-
     tion for Librarians: Conferences, Workshops, and Short
     Courses, 1965-66." United States Education Office.
     Library Services Branch, 33p.

Rees, Alan M. and Rothenburg, L. "Analysis of the Demographic,
     Educational, and Employment Characteristics of Partici-
     pants in the Continuing Education Program of the Medical
     Library Association." Medical Library Association Bulletin,
     58(April 1970) pp.159-162.

A survey of the participants in the Continuing Education Pro-
gram of the MLA reveals that most are college graduates with
50% holding library degrees. The population shows a high
degree of geographic and job stability. Most participants
hold positions which require supervision of several employees.

Schroeder, Wayne L. Concerns about Adult Education, 1968.
     14p.   ED 023 982

A national survey (1961-62) reveals that only one adult out
of five participates annually in educative activities; the
graduate's negative attitude toward education needs to be
replaced by an appreciation of lifelong learning. Some

weaknesses might be overcome through introduction of adult
education programs in universities, as well as off-campus
in-service training and degree programs and establishment of
community councils for coordinating the various aspects of
adult education. At present, the efforts of adult education
agencies are fragmented and no one seems willing to assume a
leadership role. Public agencies of adult education should
have a system for continuous and reliable data collection,
and broader and more balanced programs.

Simmons, B. S. "Professional Development." Catholic Library
World, 43(October 1971) pp.79-82.

Since the period of formal training for librarians is brief,
it is imperative that they be continually developing. Al-
though no agency is assuming responsibility for planning,
the individual librarian should be responsible for his own
professional growth.

Sloane, Margaret N. Continuing Education for Special Li-
brarianship; Where Do We Go from Here? Special Libraries
Association, New York, New York, 1968. 62p. ED 032 086

During the three-hour planning session 125 representatives
from twenty Special Libraries Association Chapters discussed
(1)the need for continuing education for special librarians,
(2)the structure of continuing education, and (3)the content
of continuing education.

Sloane, M. N. "Special Library Association Chapters and
Continuing Education." Special Libraries, 58(January 1967)
pp.24-26.

The primary responsibility for continuing education should be
with the Chapters. This can be accomplished through workshops
and seminars co-sponsored, if desirable, with the local li-
brary schools in the area. The Chapters are more flexible
and are not constrained by funding and allocations as are
government agencies, academic institutions, SLA Headquarters,
and others. The practical workshop concerned with current
problems is extremely beneficial.

Smith, Robert M.; Aker, George F.; and Kidd, J. R., editors.
Handbook of Adult Education. New York, Macmillan Co.,
1970. 594p.

This Handbook is directed to several audiences--to any in-
terested person seeking information about adult education;
to the part-time worker; to the professional worker, the

scholar, and the graduate student in training. The paucity
of data concerning the field of adult education as a whole
and its various components means there are few reliable
statistics. A section is devoted to professional associa-
tions and their impact on adult education, higher adult
education and professional continuing education.

Stone, Elizabeth W. Annual Meeting of the Association of
American Library Schools for the Continuing Library Educa-
tion Network. Association of American Library Schools,
Committee on Continuing Library Education, January 28, 1973.

A mini (four-hour) workshop was held in order to learn what
is being done in other professions and disciplines regarding
continuing professional education with the hope that some con-
cepts and ideas might be applicable to the library profession.

_____. "Continuing Education: Avenue to Adventure." School
Libraries, 18(Summer 1969) pp.37-46.

Formally or informally, a school librarian must expect to
continue his education for the duration of his professional
life. The "adventurous" librarian: realizes his formal
education is merely a stepping-stone, is a self-starter, has
a disposition to innovation and experimentation, is willing
to have his performance measured and evaluated. All these
factors are dependent on continuing professional education.

_____. Factors Related to the Professional Development of
Librarians. Metuchen, New Jersey, The Scarecrow Press,
1969. 281p.

This study was undertaken to determine some of the factors
that motivate librarians to continue their professional de-
velopment after receiving the master's degree in library
science. Conversely, it also sought to identify some of the
factors which might deter professional development activities.
The findings showed a significant disparity between what the
librarians were doing and what they thought they should be
doing for maximum professional development. The entire sample
seemed to regard activities that were somewhat informal and
which provided social contacts with other professionals as
more important.

_____. "Librarians and Continuing Education." Journal of Education for Librarianship, 11(Summer 1970) pp.64-71.

A questionnaire was distributed to a random group of librarians assessing their motivation to participate in continuing education programs. Both encouraging and deterring factors are listed. Inability to meet the criteria of accessibility, convenience in timing, and support from supervisors will tend to keep the librarian from participating in the continuing education opportunity. Positive factors are: content of the program as related to the work process or to the jobs the librarian is doing; the opportunities for professional development need to be set forth and described so that librarians can ascertain if the activities are geared to meet their individual needs; and, long-range goals must be stated more clearly and should be implemented through joint planning by groups sharing responsibility in the area of continuing education.

_____. "Quest for Expertise: a Librarian's Responsibility." College and Research Libraries, 32(November 1971) pp.432-441.

This article focuses attention on librarians to see what gaps exist between perceived importance and actual involvement in the area of the academic librarian's professional development and to develop action planning on the basis of the data. Two signs of a professional are the individual's continually seeking opportunities for development and further learning, and his realization that the main instrument or "tool" for him as a professional is himself and how creatively he can use his talents and training.

_____. "Role of AALS in Lifetime Learning for Librarians." Journal of Education for Librarianship, 12(Spring 1972) pp.254-266.

The Study Committee on Continuing Education of the American Association of Library Schools saw its primary mission as delineating the role of AALS in continuing library education. The committee felt the need for concerted effort and coordination of all relevant groups, and attached to its report an appendix dealing with goals, criteria, and components relative to national planning for continuing library education. Library schools should begin work with professions outside of librarianship and AALS should develop means for practicing librarians to take any needed course in any geographic area at any time.

Verner, Coolie, and others. The Preparation of Adult Educators:
     A Selected Review of the Literature Produced in North
     America. Adult Education Association of U.S.A., Washington,
     D.C., Syracuse University, New York, ERIC Clearinghouse
     on Adult Education, 1970. 89p.   ED 041 180

This literature review on the preparation of professional
adult educators attempts to cover the leading areas of dis-
cussion and research as well as some of the more interesting
conclusions reported. Six major preoccupations of research
are outlined, followed by two chapters on adult education as
a discipline and a profession, patterns of adult educational
leadership, levels and categories of adult educators, and their
learning needs. The document includes a 118 item bibliography.

Wallace, Everett M. and Katter, Robert V. Research and De-
     velopment of On-the-Job Training Courses for Library
     Personnel. Final Report. System Development Corp.,
     Santa Monica, California, 1969. 84p.   ED 032 085

This report describes the results of a project to conduct
research and to develop instructional materials for use in
on-the-job training of professional and non-professional
library personnel in scientific and technical libraries. This
report reviews previous research, design, and development
activities. One instructional package that was developed was
directed to professional librarians and provided an intro-
duction to system analysis.

Whipple, James B. Community Service and Continuing Education:
     A Literature Review. Occasional Papers, no. 21.
     Syracuse University, ERIC Clearinghouse on Adult Educa-
     tion, 1970. 76p.

This volume analyzes literature in the ERIC Clearinghouse/AE
dealing with Title I of the Higher Education Act of 1966;
it includes ninety-two abstracts.

Youngs, W. O. "Continuing Education for Librarianship."
     PNLA Quarterly, 29(January 1965) pp.122-126.

Since library school education prepares the young professional
primarily for work on the beginning level, further training
is needed to improve his abilities as subject specialist,
cataloger, documents librarian, or whatever. Emphasized is
on-the-job training and several examples are cited.

Zachert, M. J. K. and Stursa, M. L.   "Continuing Education
    for Librarianship: Evaluation of SLA's 1969 Seminars."
    Special Libraries, 60(November 1969) pp.616-617.

The Special Library Association sponsored in 1969 seminars
on personnel administration, planning the library facility,
problem publications, and basic principles of management for
its members. Questionnaires to the participants revealed
that most preferred a depth study of narrow topics rather
than a superficial coverage of broad topics. A majority
indicated they would be willing to pay the cost of attending
similar seminars in the future.

SECTION IV

The following entries could not be located at the
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32(Winter 1970) pp.167-169.

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New Library World, 73(July 1971) pp.14-15.

Hart, T. L. and Jones, L. I. "Continuing Education: Fact
or Myth?" A pre-conference of the Indiana Library
Association. Focus, 24(December 1970) pp.200-203.

Harvard University. "The School's Executive Development
Programs: The Advanced Management Programs; Objectives
of Training for Top and Middle Managers and What Makes
Programs Tick." Harvard Business School Bulletin,
41(May - June 1965) pp.7-9.

Hinchliff, W. E. "Staff Development: Key to Library Prog-
ress." Wisconsin Library Bulletin, 63(January 1967)
pp.30-32.

Kidd, J. Roby. Convergence--An International Journal of
Adult Education. Vol. III, No. 4, 1970.

Lee, Robert. Plan for Developing a Regional Program of
Continuing Education for Library Personnel in the
Western States. Boulder, Colorado, Western Interstate
Commission for Higher Education, 1969.

Lewis, P. T. "In-service Training: a New Dimension." New
Library World, 73(July 1971) pp.20-21.

Liveright, A. A. "Learning Never Ends: A Plan for Continuing Education." In: Alvin C. Eurich. Campus 1980. New York, Delacorte Press, 1968. p.149.

Marbel, J. L. "Training the New Employee." Special Libraries Association, Science-Technology Division News, 21(Summer 1967) pp.34-35+.

Meyer, Ursula. "New York's Statewide Continuing Professional Education Program." Paper presented at the ALA Convention, Detroit, 1970.

Mosher, Frederick C. Proposed Program of Mid-Career Education for Public Administrators in Metropolitan Areas. Berkeley, University of California, 1966.

"Opportunities for Continuing Informal Library Education in Wisconsin." Wisconsin Library Bulletin, 63(January 1967) pp.14-24.

Poarch, M. E. "Model In-service Training Program for Children's Services in the Memphis Public Library and Information Center, Memphis Tennessee." Thesis, University of Wisconsin, Madison, 1971. 103p.

Presthus, Robert. Technological Change and Occupational Response: A Study of Librarians. (Final Report. Project No. 07-1084). Washington, D. C., Office of Education, Bureau of Research, 1970, pp.69, 108. Part of: A Program of Research into the Identification of Manpower Requirements, the Educational Preparation and the Utilization of Manpower in the Library and Information Profession, an Overview. Ontario, Canada, New York University, 1970.

Rink, B. C. "Continuing Education for Library Personnel." Michigan Librarian, 38(Spring 1972) p.2+.

Wildman, I. J. "Education: A Lifelong Process." Law Library Journal, 65(May 1972) pp.130-133.